



Guide to Reports Grades 4, 5, 7 and 8

**WINTER
2004**

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Introduction

This handbook was developed to assist educators in understanding and using the Winter 2004 Michigan Educational Assessment Program (MEAP) test results.

Enclosed in your shipment of reports are essential report summaries to provide information on the status and progress of Michigan's students. The new reports are intended to reflect the data needed to meet the expectations of state and federal legislation.

The manual offers detailed descriptions of each report and guidance to key components of each report. Student Record Label Stickers will be provided but are not described in this publication.

The Office of Educational Assessment and Accountability appreciates your comments and feedback. We are committed to providing Michigan educators, parents and other stakeholders an assessment program of the highest quality and reliability.

SECTION 1 SCORING

Machine-Scoring Process

A computer scores multiple-choice test items. For these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

Handscoring Process

The writing assessments and items requiring an extended or constructed-response in other content area tests require a different scoring system from traditional MEAP tests. The method being used is holistic scoring, the most widely used scoring method for large-scale assessments. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale, high stakes assessments, MEAP staff have taken every step possible to minimize scoring subjectivity.

Measurement Incorporated has been hired as the contractor for the handscoring process. Two independent, college-educated scorers score all MEAP written responses. Before they are permitted to score student responses, scorers receive extensive training and must pass a qualifying test. If they do not pass, they are dismissed. During scoring, periodic quality control checks are in place to ensure that scorers are consistently scoring responses throughout the scoring project.

There are a number of measures taken to promote consistency and quality control. First, every writing test is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not exactly the same or adjacent (within one point), the response is sent to a third scorer with more training and experience for resolution. However, training and qualifying are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Handscoring Criteria

Following are some general scoring guidelines for constructed-response questions. Specific scorepoint descriptions and sample student papers are available at the MEAP web site (www.meritaward.state.mi.us/mma/meap.htm). The scoring guides for the math and science tests, constructed-response questions are item specific and are not included here.

Handscoring the Writing Assessments

Evaluation of the writing is based on each piece as a whole. All of the following aspects of writing are considered: ideas and content, organization, style (sentence structure, vocabulary, voice) and conventions of writing (grammar, usage, mechanics, spelling). Writing must be legible to be scored; otherwise, penmanship is not a factor in the student's score.

**Scoring the English Language Arts (ELA) Test
Grades 4 and 7
Winter 2004**

Writing from Knowledge and Experience (Part 1)

- Responses are scored using the generic 6-point writing rubric (see prototypes containing rubrics on the MEAP website).
- Each MEAP constructed or written response is scored by two independent scorers.
- For writing, the two scores are added together for a total possible score of 12 points.

Reading from Knowledge and Experience (Part 2A + 2B)

- Reading for Understanding (Part 2A) consists of 25 multiple-choice items. Each item is worth one point.
- The Response to the Reading Selections (Part 2B) is scored by two independent scorers with the generic six-point rubric for the Response to the Reading Selections. The two scorers' scores are averaged together for a total possible score of six.
- The scores from Part 2A and Part 2B are added together for a possible total of 31 points for reading.

Integrated English Language Arts (ELA) Score – a “Partial Compensatory Model”

- The Met/Exceeded performance levels for the integrated ELA (R+W) score require students to do well on the reading and writing tests.
- Scale scores and performance levels are both taken into account when determining the integrated ELA score.
- A student must have a valid score on both reading and writing to get an integrated ELA score. A student would receive a valid score for reading or writing if any multiple-choice or constructed response is attempted on an answer folder.
- The listening portion of the ELA test is not counted in the integrated ELA score because it is an optional test.

Listening

- There are 10 multiple-choice items for a total of 10 points.
- Only two levels are set for listening: “Met or Exceeded Michigan Standards” or “Did Not Meet Michigan Standards.”

MEAP Score Categories and Scale Score Ranges Winter 2004 – Grades 4, 5, 7 and 8

Important Note: The scale score cuts and ranges for levels 3 (500-Basic) and 2 (530-Met Michigan Standards) are consistent across grades and content areas. Cut scores for level 1 fluctuate slightly from year to year and for each content area and grade. The raw scores associated with all cut scores will also fluctuate slightly from year to year.

MATHEMATICS	Grade 4	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 564)	Level 1 Exceeded MI Standards (566 +)
	Grade 8	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 556)	Level 1 Exceeded MI Standards (559 +)
SCIENCE	Grade 5	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 556)	Level 1 Exceeded MI Standards (557 +)
	Grade 8	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 578)	Level 1 Exceeded MI Standards (580+)
SOCIAL STUDIES	Grade 5	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 573)	Level 1 Exceeded MI Standards (580 +)
	Grade 8	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 568)	Level 1 Exceeded MI Standards (572 +)
ENGLISH LANGUAGE ARTS	Grade 4 Reading	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 576)	Level 1 Exceeded MI Standards (582 +)
	Grade 4 Writing	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 560)	Level 1, Endorsed Exceeded MI Standards (575 +)
	Grade 4 Total ELA*	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 578)	Level 1 Exceeded MI Standards (582+575/2=578.5 +)
	Grade 4 Listening	Did Not Meet MI Standards (≤ 529)		Met/Exceeded MI Standards (530 +)	

MEAP Score Categories and Scale Score Ranges
Winter 2004 – Grades 4, 5, 7, and 8
- Continued -

ENGLISH LANGUAGE ARTS	Grade 7 Reading	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 590)	Level 1 Exceeded MI Standards (593 +)
	Grade 7 Writing	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 550)	Level 1 Exceeded MI Standards (560 +)
	Grade 7 Total ELA*	Level 4 Apprentice (≤ 499)	Level 3 At Basic Level (500 – 529)	Level 2 Met MI Standards (530 – 576)	Level 1 Exceeded MI Standards (593+560/2=576.5 +)
	Grade 7 Listening	Did Not Meet MI Standards (≤ 529)		Met/Exceeded MI Standards (530 +)	

*There are two parts to the ELA scoring process. Both scale scores and performance levels are taken into account in determining the integrated ELA level. Students must score at or above the cut score and a level of 2 or 1 in reading and writing to earn a level 1 ELA score. Students must score at or above the cut score and a level 3 or higher in reading and writing to earn a level 2 ELA score.

MEAP ELA Writing Comment Codes

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks focus on a central idea.
 2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.
 3. Needs details and examples to adequately develop the ideas and content.
 4. Lacks coherent organization or connections.
 5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
 6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
 7. Needs greater precision and maturity of language use to get a higher score.
 8. Earned the highest scorepoint of 6.
 0. Represents a highly competent response.

MEAP Reading Comment Codes for Grade 4

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks a point of view or does not support a point of view with examples from the reading selections.
 2. Lacks clarity, which causes confusion.

3. Needs examples and details from the reading selections to adequately develop the point of view.
4. Supports the point of view with examples and details from only one reading selection.
5. Does not make a connection across the two reading selections.
6. Contains misconceptions about the content of the reading selections.
7. Needs richer support of the point of view with some additional examples and details from the reading selections.
8. Needs greater precision and mastery of language use.
9. Earned the highest scorepoint of 6.
10. Represents a highly competent response

MEAP Reading Comment Codes for Grades 7

Parameters for adding comments to the holistic scores

- No comments for condition codes.
 - Limit of two comments per paper.
1. Lacks a position or does not support a position with examples from the reading selections.
 2. Lacks clarity, which causes confusion.
 3. Needs examples and details from the reading selections to adequately develop the position.
 4. Supports the position with examples and details from only one reading selection.
 5. Does not make a connection across the two reading selections.
 6. Contains misconceptions about the content of the reading selections.

7. Needs richer support of the position with some additional examples and details from the reading selections.
8. Needs greater precision and mastery of language use.
9. Earned the highest scorepoint of 6.
0. Represents a highly competent response.

**Michigan Educational Assessment Program
English Language Arts
Grades 4 and 7
Part 1 Rubric
Writing from Knowledge and Experience**

- 6 The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5 The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The

writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

- 3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1 The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

**Michigan Educational Assessment Program
Grade 4 English Language Arts
Part 2B Rubric
Writing in Response to Reading**

- 6 The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading

selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.

- 5 The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the

position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.

- 1 The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student takes no position on the question but responds to the theme with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the question or theme.
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the question with no reference to either of the reading selections.

**Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 7
Part 2B Rubric
Writing in Response to Reading**

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading

selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.

- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.

- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.

- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections

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SECTION 2 REPORT DESCRIPTIONS

Item Analysis Report (Figure 1)

The Item Analysis Report provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the test, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response. This report also indicates statistics summarized by classrooms or group, building, district, and state to enable comparisons to be made across the state.

Section A provides the title of the report, the grade level, the content area of the test items covered in the report and the test cycle. The school district and school building names and ID number are also provided.

Section B lists the Michigan benchmark code corresponding to each test item.

Section C provides a description of each item that appears on the test. Strand titles are bolded and followed by a content standard. All related item descriptions are listed below the content standard.

Section D indicates the percentage of students selecting each response to the multiple-choice questions. The asterisk (*) denotes the correct response.


Sections E - H presents information on the number of students included within a class or group (E), a school (F), a district (G), and the state (H), and the proportion of students within each of those groups who correctly responded to a multiple-choice item. Presenting this information side-by-side allows for comparisons to be made across the state. Definitions of Field Codes are provided in the box at the top of the page.

Section I contains information similar to that combined in sections E – H, but for the constructed-response (or extended-response) items on a test.

Section J provides the percent of students achieving each score level on a constructed-response question.

Section K contains the percent of student responses that received condition codes that are defined at the top of the first page. Condition codes for mathematics, science and social studies are: A) Off Topic, B) Illegible, C) Foreign Language, and D) Blank. Condition codes for English language arts test are: A) No connection to question or theme, B) Off Topic, C) Illegible/Foreign Language, D) Blank/refused to respond, and E) No reference to reading selections.

Figure 1 (a)

MEAP	Item Analysis Report - Public Grade 07 English Language Arts Winter 2004		
	01000 Pleasantville Public Schools 10002 Center Middle School		

Field Codes	
n	Number of Students Included
%C	Percent Correct
*	Correct Response
<10	No scores provided if <10 students

Reading Condition Codes	
A	No connection to question or theme
B	Off topic
C	Illegible/foreign language
D	Blank/refused to respond
E	No reference to reading selections

Writing Condition Codes	
A	Off topic
B	Illegible
C	Foreign language
D	Blank

Center Middle School - Item Analysis - Multiple Choice English Language Arts - Grade 07, Class/Group N/A - Form B													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	Reading for Understanding Within-text Items												
	Meaning and Communication												
1.5	Identifying purpose of informational text	8	12	*31	27	26	53.3	26	53.3	50	64.0	70	67.1
3.5	Using details from info. text to construct and support meaning	12	12	*33	4	26	69.2	26	69.2	50	80.0	70	65.7
3.5	Drawing an inference from context clues within informational text	15	11	*56	15	26	46.2	26	46.2	50	52.0	70	71.4
3.5	Drawing an inference from context clues within informational text	*77	8	15	0	26	76.9	26	76.9	50	74.0	70	71.4
3.5	Drawing an inference from context clues within informational text	12	*50	12	27	26	50.0	26	50.0	50	42.0	70	44.3
3.5	Drawing an inference from context clues within informational text	4	15	15	*65	26	65.4	26	65.4	50	70.0	70	65.7
3.5	Using details from informational text to construct & support meaning	15	*46	27	12	26	46.2	26	46.2	50	52.0	70	45.7
3.6	Determining meaning of word/phrase in context of informational text	8	12	*65	15	26	61.5	26	61.5	50	64.0	70	57.1
	Literature												
5.2	Identifying common human experience in informational text	*65	31	4	0	26	65.4	26	65.4	50	66.0	70	61.4
	Skills and Processes												
7.1	Predicting outcome for author from context provided in info. text	*69	12	12	8	26	69.2	26	69.2	50	68.0	70	62.9
7.1	Identifying best restatement of major idea(s) of informational text	4	*77	12	8	26	76.9	26	76.9	50	80.0	70	78.6
	Genre and Craft of Language												
8.3	Using major ideas w/in info. text to construct and support meaning	*58	4	15	23	26	57.7	26	57.7	50	64.0	70	58.6
8.3	Determining author's motivation in informational text	4	*73	4	19	26	73.1	26	73.1	50	66.0	70	61.4
8.3	Identifying specific informational text genre	31	23	23	*23	26	23.1	26	23.1	50	32.0	70	34.3
8.4	Identifying quotation used in info. text to provide appropriate tone	*62	12	15	12	26	57.7	26	57.7	50	68.0	70	65.7
8.4	Determining purpose for author's choice of informational text title	15	*54	27	4	26	53.8	26	53.8	50	56.0	70	57.1
8.4	Identifying author's purpose for using particular details	*42	31	12	15	26	42.3	26	42.3	50	48.0	70	47.1
	Depth of Understanding												
9.1	Identifying informational text lesson related to a universal theme	*88	4	4	4	26	88.5	26	88.5	50	86.0	70	81.4
9.1	Identifying informational text lesson related to a universal theme	0	4	19	*73	26	73.1	26	73.1	50	76.0	70	75.7
9.3	Drawing conclusions about universal themes from connections w/in text	15	*69	8	8	26	69.2	26	69.2	50	78.0	70	78.6
	Reading for Understanding Cross-text Items												
	Depth of Understanding												
9.2	Drawing contrasts about character traits across multiple texts	42	8	8	*42	26	38.5	26	38.5	50	50.0	70	54.3
9.2	Drawing contrast among key ideas within multiple texts	15	15	4	*65	26	65.4	26	65.4	50	60.0	70	52.9
9.2	Drawing parallels between characters in multiple texts	4	8	*81	8	26	80.8	26	80.8	50	84.0	70	85.7
9.2	Drawing contrasts about actions of characters in multiple texts	19	8	*58	15	26	57.7	26	57.7	50	68.0	70	65.7
9.2	Drawing parallels between characters in multiple texts	0	*65	8	27	26	61.5	26	61.5	50	60.0	70	61.4
	Listening for Understanding												
	Meaning and Communication												
3.5	Drawing an inference from context clues within oral narrative text	*70	17	9	0	23	69.6	23	69.6	38	76.3	46	76.1
3.5	Using details from oral narrative to construct and support meaning	9	0	*87	0	23	87.0	23	87.0	38	92.1	46	91.3
3.5	Drawing an inference from context clues within oral narrative	13	17	4	*61	23	60.9	23	60.9	38	73.7	46	73.9
3.5	Using details from oral narrative to construct and support meaning	22	*48	17	9	23	47.8	23	47.8	38	55.3	46	54.3
3.5	Drawing an inference from context clues within oral narrative text	17	9	30	*43	23	43.5	23	43.5	38	52.6	46	50.0
3.6	Determining meaning from context within oral narrative text	0	9	*74	13	23	73.9	23	73.9	38	81.6	46	78.3
3.6	Determining meaning of words from context within oral narrative	*78	13	4	0	23	78.3	23	78.3	38	84.2	46	82.6

Figure 1 (b)

Center Middle School - Item Analysis - Multiple Choice English Language Arts - Grade 07, Class/Group N/A - Form B (continued)													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	Genre and Craft of Language												
8.2	Identifying traits of main character(s) from context in oral narrative	26	9	22	*39	23	39.1	23	39.1	38	47.4	46	45.7
8.4	Identifying purpose of author's use of phrase in oral narrative text	9	13	13	*61	23	60.9	23	60.9	38	71.1	46	69.6
8.4	Identifying author's purpose for oral narrative text	*61	4	22	9	23	60.9	23	60.9	38	68.4	46	65.2

Center Middle School - Item Analysis - Constructed Response English Language Arts - Grade 07, Class/Group N/A - Form B																	
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score							Condition Codes (Score is 0)					
					0.0 - 0.5	1.0 - 1.5	2.0 - 2.5	3.0 - 3.5	4.0 - 4.5	5.0 - 5.5	6.0	A	B	C	D	E	
	Response to the Reading Selections																
		Class	26	1.8	23.1	26.9	30.8	11.5	0.0	3.8	3.8	3.8	3.8	3.8	3.8	3.8	7.7
		School	26	1.8	23.1	26.9	30.8	11.5	0.0	3.8	3.8	3.8	3.8	3.8	3.8	3.8	7.7
		District	50	1.9	22.0	22.0	24.0	14.0	2.0	2.0	4.0	4.0	4.0	2.0	2.0	10.0	
		State	70	1.7	25.7	24.3	34.3	10.0	1.4	1.4	2.9	2.9	2.9	1.4	2.9	15.7	

Center Middle School - Item Analysis - Constructed Response English Language Arts - Grade 07, Class/Group N/A - Form B																	
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score (Writing)							Condition Codes (Score is 0)					
					0.0 - 1.0	2.0 - 3.0	4.0 - 5.0	6.0 - 7.0	8.0 - 9.0	10.0 - 11.0	12.0	A	B	C	D	E	
	Writing from Knowledge & Experience	Class	27	6.1	7.4	7.4	25.9	33.3	11.1	7.4	7.4	0.0	3.7	3.7	0.0	0.0	
		School	27	6.1	7.4	7.4	25.9	33.3	11.1	7.4	7.4	0.0	3.7	3.7	0.0	0.0	
		District	52	6.2	3.8	7.7	25.0	32.7	23.1	3.8	3.8	0.0	1.9	1.9	0.0	0.0	
		State	75	5.7	5.3	10.7	26.7	33.3	18.7	2.7	2.7	1.3	1.3	2.7	0.0	0.0	

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Demographic Analysis Report (Figure 2)

For each content area tested, the Demographic Analysis Report provides a summary breakdown of scores by several demographic factors. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), and migrant. The reports also indicate whether the student took the test with standard or non-standard accommodations. Categories of homeless and mobility are not currently used, but are listed on this report for future use. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district name, school building name, and ID numbers are also provided.

Section B lists the various demographic subgroups beginning with gender and ethnicity. Ethnicity is broken down by federal requirements (see a MEAP manual for definitions or online at www.meritaward.state.mi.us) as American Indian or Native Alaskan; Asian or Pacific Islander; Black, Not of Hispanic Origin; Hispanic; White, Not of Hispanic Origin; Multiracial; Other; or Unspecified. The following variables receive “yes” or “no” responses: economically disadvantaged; special education; standard accommodations; non-standard accommodations; Limited English Proficient; FLEP (Formerly Limited English Proficient); Migrant; Homeless; and Less Than Full Academic Year (LTFAY).

Section C provides the mean for each subgroup by all content areas tested. This section includes the mean scale score for the content area, the number of students, and the percent of students that ‘Met’ or ‘Exceeded’ Michigan standards for the subgroup. Definitions of

the Field Codes and the Scale Score ranges are provided in the boxes at the top of the page.

Section D (the bottom row) provides the summary for the grade level by providing the mean scale score and the percentage of students that ‘Met’ or ‘Exceeded’ the standards for each content area tested. The number of students in this section reflects the number of tests that were included in the summary scores. Tests were excluded from summary data if a student took the test with non-standard accommodations, or if a student displayed unethical behavior during a test.

Section E provides the mean scale scores, number of students, and percent of students that met or exceeded the standards for the school, the district, and the state in the content areas tested for each grade level.

The Demographic Analysis Reports are also available for the district. The district level report provides summary information from all schools in the district on each form of the test taken at each grade level as well as a summary for the district and state.

Figure 2

MEAP	Demographic Analysis - Public
	Grade 07
	All Subjects
	Winter 2004
01000 Pleasantville Public Schools 10002 Center Middle School	

FieldCodes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
<10 No scores provided if <10 students	

SS = Scale Score	
	Form B
Reading	266 - 821
Writing	460 - 580
Listening	443 - 578
ELA	363 - 700.5

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Demographic Analysis - Grade 07																							
Form B - Operational Test			Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)		
			SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M
Gender	M											534	18	67	519	19	37	527.0	18	61	529	16	44
	F											<10			<10			<10			<10		
	No Record																						
Ethnicity	Amer. Indian or Alaskan Natv.											<10			<10			<10			<10		
	Asian or Pacific Islander																						
	Black, Not of Hispanic Origin											<10			<10			<10			<10		
	Hispanic											<10			<10			<10			<10		
	White, Not of Hispanic Origin											542	20	70	528	21	52	535.0	20	65	532	19	47
	Multiracial																						
	Other																						
	Unspecified																						
Economically Disadvantaged	Yes											<10			<10			<10			<10		
	No											550	20	70	526	20	50	538.0	20	70	527	20	45
Special Education	Yes											<10			<10			<10			<10		
	No											539	23	61	520	24	42	530.0	23	57	527	20	45
Standard Accommodations	Yes											<10			<10						<10		
	No											546	23	65	520	23	43	525.0	26	58	529	21	48
Non-Standard Accommodations	Yes											<10											
	No											530	26	62	521	27	44	525.0	26	58	526	23	43
Limited English Proficient	Yes											<10			<10			<10					
	No											532	24	63	522	25	44	527.0	24	58	526	23	43
Formerly Limited English Proficient	Yes																						
	No											530	26	62	521	27	44	525.0	26	58	526	23	43
Migrant	Yes											<10			<10			<10					
	No											532	25	64	523	26	46	527.0	25	60	526	23	43
Homeless	Yes																						
	No											530	26	62	521	27	44	525.0	26	58	526	23	43
Less Than Full Academic Year	Yes																						
	No											530	26	62	521	27	44	525.0	26	58	526	23	43
Summary - Grade 07												530	26	62%	521	27	44%	525.3	26	58%	526	23	43%

Content Analysis Report – Figure 3

The Content Analysis Report presents specific content information by building, for each student who took the MEAP tests. A student's total raw score points, percent of points correct, scale score and performance level are provided. The mean points correct for each strand of a content area are provided to give specific information to educators on a student's strengths and weaknesses. Information in this report is summarized for each classroom or group as well as for the school, district, and state level.

Section A contains the title of the report, the grade level reported, and the structure of the report (i.e., List by Student, Summary). The test cycle and content area are also provided, along with the school district and school building name and ID number.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

Section C provides, by student, the test form administered (F), the points earned out of total points possible, and the percent of points answered correctly. The next column presents the student's scale score and performance level relative to meeting Michigan standards. Definitions of Field Codes, Score Codes, and Levels are provided at the top of the report.

Section D describes the number of points achieved on each strand of the test, along with the total number of points possible for each strand.

Section E refers to the summary line that provides a mean score of points achieved (Mean Pts.), percentage of points correct (Mean %C), and the mean scale score (Mean SS) for each preceding classroom or group of students, identified by the school. The percentage of students within a group that met or exceeded the Michigan standards is identified as "%M".

Section F provides a grade level summary of scores for all classrooms or groups identified by the school.

Section G provides a comparative set of mean score information for grade, district and state.

Comment Codes used for the ELA test to provide information about the extended responses written by students can be found on pages 7 and 8.

**Content Analysis Report - Public
Grade 07 List by Student
Winter 2004
English Language Arts**

 01000 Pleasantville Public Schools
10002 Center Middle School

Field Codes

 UIC Unique Identification Code
F Form:
B-Operational, C-Emergency
%M Met/Exceeded Standards:
Level 1, 2 or M
Comment Codes: See Web

Figure 3 (a)
Score Codes

 A Not Tested - Absent
E Unethical Practice
NA Not Available/Indeterminate
N Nonstandard Accommodations
S Standard Accommodations
U Unable to Participate
BD Blank Document
* Not Included in Summary

SS = Scale Score

	Form B	Form C
Reading	266 - 821	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	363 - 700.5	365.5 - 748

Levels

1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Content Analysis Report - English Language Arts - Grade 07, Class/Group N/A

UIC	Student Name	Reading - R							Writing - W					ELA (R+W)		Listening (Optional)				
		F	Points B = 31 Total C = 31 Total	Scale Score B = 266 - 821 C = 271 - 916	Level 1 - 4	Within-text	Cross-text	Response to Selections	Comment Codes	F	Points B = 12 Total C = 12 Total	Scale Score B = 460 - 580 C = 460 - 580	Level 1 - 4	Knowledge & Experience	Comment Codes	Scale Score B = 363 - 700.5 C = 365.5 - 748	Level 1 - 4	Points B = 10 Total C = 10 Total	Scale Score B = 443 - 578 C = 443 - 578	Level M, D
1111111001	THOMSUN, ALAN L	B	18.0	533	2	12.0	4.0	2.0	3,5	B	8.0	540	2	8.0	5,6	536.5	2	5.0	510	D
1111111002	MIKE, ANDERSON K	B	13.5	500	3	10.0	2.0	1.5	3,5	B	4.0	500	3	4.0	1,4	500.0	3	2.0	477	D
1111111003	THOMAS, BEECHAM D	B	14.5	517	3	11.0	2.0	1.5	3,5	B	6.0	520	3	6.0	1,4	513.5	3	3.0	490	D
1111111004	GUSTAV, CHARLES	B	10.0	478	4	5.0	3.0	2.0	3	B	7.0	530	2	7.0	5,6	501.5	3	*	*	A
1111111005	SANDRA, CHRISTIAN T	B	0.0	266	4 S	0.0	0.0	0.0		B	4.0	500	3 S	4.0	3,4	383.0	4	4.0	500	D S
1111111006	JOE, DOE J	B	22.0	568	2	18.0	3.0	1.0	1,3	B	5.0	510	3	5.0	2,3	539.0	2	6.0	519	D
1111111029	JILL, DOE M	B	21.5	563	2	16.0	3.0	2.5	5	B	5.0	510	3	5.0	1	536.5	2	9.0	561	M
1111111030	CHARLES, EDWARD	B	11.0	481	4	9.0	2.0	0.0		B	0.0	460	4	0.0		470.5	4	*	*	BD
1111111031	MARY, FOWLER	B	11.0	481	4	8.0	2.0	1.0	3,5	B	3.0	490	4	3.0	3	485.5	4	5.0	510	D
1111111032	RAM, GOPAL	B	14.0	503	3	10.0	3.0	1.0	3,4	B	10.0	560	1	10.0	7	531.5	2	5.0	510	D
1111111033	EDWIN, HARRIS M	B	19.5	545	2	14.0	4.0	1.5	3,5	B	4.0	500	3	4.0	1,4	522.5	3	7.0	530	M
1111111012	CHRISTOPHER, JACQUES	B	18.0	533	2 S	14.0	4.0	0.0		B	8.0	540	2 S	8.0	5	536.5	2	*	*	BD
1111111013	CAROL, LEWIS L	B	25.0	602	1	16.0	4.0	5.0	7	B	10.0	560	1	10.0	5	581.0	1	9.0	561	M
1111111014	PETER, MORGAN	B	22.5	573	2	17.0	4.0	1.5	3,5	B	12.0	580	1	12.0	8	576.5	2	10.0	578	M
1111111015	JOHN, PAUL J	B	20.0	550	2	13.0	5.0	2.0	3	B	7.0	530	2 S	7.0	3	540.0	2	6.0	519	D
	TREVOR, PAT E	B	21.0	558	2	15.0	3.0	3.0	3	B	9.0	550	2	9.0	6,7	554.0	2	7.0	530	M
1111111016	MIKE, Q. J	B	19.0	541	2	15.0	4.0	0.0		B	4.0	500	3	4.0	2,3	520.5	3	5.0	510	D
1111111017	PIRI, REIS J	B	31.0	821	1	20.0	5.0	6.0	9	B	12.0	580	1	12.0	8	700.5	1	10.0	578	M
1111111018	JOSHUA, REYNOLDS K	B	21.0	558	2	16.0	3.0	2.0	3	B	6.0	520	3	6.0	3	539.0	2	10.0	578	M
	JANE, ROE	B	13.5	500	3	9.0	2.0	2.5	3	B	7.0	530	2	7.0	3	515.0	3	6.0	519	D
1111111025	DAVID, SMITH A	B	21.5	563	2	14.0	5.0	2.5	3,5	B	7.0	530	2	7.0	2	546.5	2	6.0	519	D
1111111026	ELSIE, SMITH	B	5.0	425	4 S	4.0	1.0	0.0		B	3.0	490	4	3.0	3	457.5	4	2.0	477	D S
1111111027	ELIZABETH, SMITH A	B	*	*	BD					B	*	*	BD					*	*	BD
1111111023	HARRIET, STOWE	B	20.5	554	2	15.0	3.0	2.5	3	B	7.0	530	2	7.0	5,7	542.0	2	7.0	530	M
1111111024	QUAINT, THOMAS	B	23.0	578	2	17.0	3.0	3.0	1,3	B	4.0	500	3	4.0	1,3	539.0	2	10.0	578	M
1111111045	THERASA, TRUMAN L	B	21.0	* 558	* 2 N	14.0	3.0	4.0	7	B	6.0	520	3 S	6.0	2,3			*	*	A
1111111087	HUMPHREY, WARD J	B	21.5	563	2	14.0	4.0	3.5	7	B	6.0	520	3	6.0	3,4	541.5	2	9.0	561	M
1111111061	SARA, WOOD	B	6.0	436	4	5.0	1.0	0.0		B	0.0	460	4	0.0		448.0	4	0.0	443	D
Summary - N/A (Mean Pts., Mean SS, % M)		B	17.1	530	62.0%	12.2	3.0	1.8			6.1	521	44%	6.1		525.3	58%	6.2	526	43%
Summary - N/A (%M all Forms)		All			62.0%								44%				58%			43%

Figure 3 (b)

MEAP	Content Analysis Report - Public
	Grade 07 Summary
	Winter 2004
	English Language Arts
	01000 Pleasantville Public Schools
	10002 Center Middle School

FieldCodes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Reading	266 - 821	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	363 - 700.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Content Analysis Report - English Language Arts - Grade 07 Summary																											
			Reading - R							Writing - W							ELA (R+W)						Listening (Optional)				
			Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	%Level M	% Level D
Class/Group	N/A	B	17.1	530	26	8	54	15	23	6.1	521	27	15	30	41	15	525.3	26	8	50	23	19	6.2	526	23	43	57
Grade Total	07	B	17.1	530	26	8	54	15	23	6.1	521	27	15	30	41	15	525.3	26	8	50	23	19	6.2	526	23	43	57
Class/Group	N/A	All			26	8	54	15	23			27	15	30	41	15		26	8	50	23	19			23	43	57
Grade Total	07	All			26	8	54	15	23			27	15	30	41	15		26	8	50	23	19			23	43	57

Figure 3 (c)

MEAP	Content Analysis Report - Public				
	School Summary				
	Winter 2004 English Language Arts				
	01000 Pleasantville Public Schools 10002 Center Middle School				

FieldCodes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Content Analysis Report - English Language Arts - School Summary																											
Form			Reading - R							Writing - W							ELA (R+W)						Listening (Optional)				
			Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	% Level M	% Level D
School Grade	04	B	19.6	551	40	25	48	13	15	5.8	527	38	11	37	42	11	541.6	37	22	38	30	11	8.4	543	29	79	21
District Grade	04	B	20.3	555	90	27	46	18	10	5.5	523	89	8	39	38	15	540.0	87	13	47	29	11	8.3	542	61	82	18
State Grade	04	B	19.0	546	130	22	45	18	15	5.1	517	130	6	36	38	19	532.1	127	9	45	29	17	8.1	541	80	81	19
School Grade	04	All			40	25	48	13	15			38	11	37	42	11		37	22	38	30	11			29	79	21
District Grade	04	All			110	23	46	20	11			108	6	34	44	16		106	10	41	37	12			75	77	23
State Grade	04	All			150	19	46	19	15			146	5	33	42	19		146	8	40	35	16			94	78	22
School Grade	07	B	17.1	530	26	8	54	15	23	6.1	521	27	15	30	41	15	525.3	26	8	50	23	19	6.2	526	23	43	57
District Grade	07	B	17.9	540	50	12	54	14	20	6.2	522	52	3	33	48	12	531.0	50	6	52	24	18	7.0	535	38	58	42
State Grade	07	B	17.2	532	70	10	49	19	23	5.7	517	75	5	28	51	16	524.3	70	4	44	29	23	6.9	533	46	59	41
School Grade	07	All			26	8	54	15	23			27	15	30	41	15		26	8	50	23	19			23	43	57
District Grade	07	All			74	14	53	16	18			76	5	37	50	8		74	5	54	24	16			41	56	44
State Grade	07	All			94	12	49	19	20			99	4	32	52	12		94	4	48	28	20			49	57	43

Content Analysis Report – District Summary (Figure 4)

The Content Analysis Report – District Summary provides summary score information for each MEAP content area by strand for each school in the district. Test forms used in each individual school divide the report. Following the scores for each test form, a comparison mean at both the district and state level is provided.

Section A contains the title of the report, the test cycle and the subject area tested. The school district name and code is also provided.

Section B lists each school's name, the grade being reported, and the test form students used.

Section C lists the mean points, mean scale score, number of students taking the test for each test form and the percent of students at each level relative to meeting Michigan's performance standards. The Field Codes and Levels are defined at the top of the report.

Section D lists the mean points correct for each strand of a content area.

Information in this report is summarized for each school, the district and the state.

Figure 4

MEAP	Content Analysis Report - Public District Summary				
	Grade 04 Summary				
	Winter 2004 English Language Arts				
	01000 Pleasantville Public Schools				

FieldCodes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Reading	386 - 752	377 - 727
Writing	440 - 620	440 - 620
Listening	480 - 557	480 - 557
ELA	413 - 686	408.5 - 673.5

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Pleasantville Public Schools - Content Analysis Report - English Language Arts - Grade 04 District Summary																											
			Reading - R						Writing - W						ELA (R+W)						Listening (Optional)						
			Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Mean Pts.	Mean SS	Student Count	%Level M	% Level D
Center Middle School	04	B	19.6	551	40	25	48	13	15	5.8	527	38	11	37	42	11	541.6	37	22	38	30	11	8.4	543	29	79	21
Center Elementary School	04	B	20.9	558	50	28	44	22	6	5.3	519	51	6	41	35	18	538.9	50	6	54	28	12	8.3	542	32	84	16
District Grade	04	B	20.3	555	90	27	46	18	10	5.6	523	89	8	39	38	15	540.0	87	13	47	29	11	8.3	542	61	82	18
State Grade	04	B	19.0	546	130	22	45	18	15	5.0	507	130	6	36	32	19	532.1	127	9	45	29	17	8.1	541	80	81	19
Center Elementary School	04	C	18.7	527	20	5	50	30	15	4.1	501	19	11	68	21		513.4	19		11	74	16	7.6	539	14	57	43
District Grade	04	C	18.7	527	20	5	50	30	15	4.1	501	19	11	68	21		513.4	19		11	74	16	7.6	539	14	57	43
State Grade	04	C	18.7	527	20	5	50	30	15	4.1	501	19	11	68	21		513.4	19		11	74	16	7.6	539	14	57	43
Center Middle School	04	All			40	25	48	13	15			38	11	37	42	11		37	22	38	30	11			29	79	21
Center Elementary School	04	All			70	21	46	24	9			70	4	33	44	19		69	4	42	41	13			46	76	24
District Grade	04	All			110	23	46	20	11			108	6	34	44	16		106	10	41	37	12			75	77	23
State Grade	04	All			150	19	46	19	15			149	5	33	42	19		146	8	40	35	16			94	78	22

Comprehensive Report (Figure 5)

The Comprehensive Report provides summary score information for each MEAP content area for each student tested. This report identifies the student's demographic information. The test form, scale score, and the performance level earned by the student on each content test are provided.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district and school building name and ID number are also provided.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.


Section C provides the student's gender and ethnicity and also indicates if the student is classified as Limited English Proficient (LEP), Formerly LEP (FLEP), or Special Education (SE). Definitions of the abbreviated Field Codes are given at the top of the report.

Section D lists all MEAP tests, but scores are provided only for the tests taken. The first column under each content area lists the test form taken (F). The second column lists the scale score (SS) the student received, and the final column under each content area provides the level the student obtained relative to Michigan standards. Definitions of the Field Codes, Score Codes, Scale Scores Ranges, and Levels are provided at the top of the report.

Section E provides a grade level summary by test form, of scores for all classrooms or groups identified by the school.

Section F is a comparative set of mean score information for grade, district and state.

Figure 5 (a)

MEAP	Comprehensive Report - Public Grade 07 List by Student Winter 2004			Field Codes					Score Codes					SS = Scale Score					Levels				
	01000 Pleasantville Public Schools 10002 Center Middle School					UIC Unique Identification Code Gndr Gender Eth Ethnicity LEP Limited English Proficient FLEP Formerly LEP SE Special Education F Form: B-Operational, C-Emergency %M Met/Exceeded Standards: Level 1, 2 or M	A Not Tested - Absent E Unethical Practice NA Not Available/Indeterminate N Nonstandard Accommodations S Standard Accommodations U Unable to Participate BD Blank Document * Not Included in Summary	Form B Form C Reading 266 - 821 271 - 916 Writing 460 - 580 460 - 580 Listening 443 - 578 443 - 578 ELA 363 - 700.5 365.5 - 748	1 Exceeded Standards 2 Met Standards 3 At Basic Level 4 Apprentice Listening Levels M Met/Exceeded Standards D Did Not Meet Standards														

Center Middle School - Comprehensive Report - Grade 07																											
UIC	Student Name	Gndr	Eth	LEP	FLEP	SE	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening		
							F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level
111111001	THOMSON, ALAN L	F	5													B	533	2	B	540	3	B	536.5	2	B	510	D
111111002	MIKE, ANDERSON K	F	4													B	500	3	B	500	3	B	500.0	3	B	477	D
111111003	THOMAS, BEECHAM D	M	5													B	507	3	B	520	3	B	513.5	3	B	490	D
111111004	GUSTAV, CHARLES	F	5													B	473	4	B	500	2	B	501.5	3	B	*	* A
111111005	SANDRA, CHRISTIAN T	M	5			X										B	266	4 S	B	500	3 S	B	383.0	4	B	500	D S
111111006	JOE, DOE J	M	5													B	568	2	B	510	3	B	539.0	2	B	519	D
111111029	JILL, DOE M	M	5													B	563	2	B	510	3	B	536.5	2	B	561	M
111111030	CHARLES, EDWARD	M	4	X												B	481	4	B	460	4	B	470.5	4	B	*	* BD
111111031	MARY, FOWLER	M	5													B	481	4	B	490	4	B	485.5	4	B	510	D
111111032	RAM, GOPAL	M	5													B	503	3	B	560	1	B	531.5	2	B	510	D
111111033	EDWIN, HARRIS M	M	5													B	545	2	B	500	3	B	522.5	3	B	530	M
111111012	CHRISTOPHER, JACQUES	M	4	X												B	533	2 S	B	540	2 S	B	536.5	2	B	*	* BD
111111013	CAROL, LEWIS L	F	5													B	602	1	B	560	1	B	581.0	1	B	561	M
111111014	PETER, MORGAN	M	5													B	573	2	B	580	1	B	576.5	2	B	578	M
111111015	JOHN, PAUL J	M	5			X										B	550	2	B	530	2 S	B	540.0	2	B	519	D
	TREVOR, PAT E	F	5			X										B	558	2	B	550	2	B	554.0	2	B	530	M
111111016	MIKE, Q. J	M	5													B	541	2	B	500	3	B	520.5	3	B	510	D
111111017	PIRI, REIS J	M	5													B	821	1	B	580	1	B	700.5	1	B	578	M
111111018	JOSHUA, REYNOLDS K	F	1													B	558	2	B	520	3	B	539.0	2	B	578	M
	JANE, ROE	F	5													B	500	3	B	530	2	B	515.0	3	B	519	D
111111025	DAVID, SMITH A	M	5													B	563	2	B	530	2	B	546.5	2	B	519	D
111111026	ELSIE, SMITH	M	3													B	425	4 S	B	490	4	B	457.5	4	B	477	D S
111111027	ELIZABETH, SMITH A	F	5			X										B	*	* BD	B	*	* BD				B	*	* BD
111111023	HARRIET, STOWE	M	5													B	554	2	B	530	2	B	542.0	2	B	530	M
111111024	QUAINT, THOMAS	M	5													B	578	2	B	500	3	B	539.0	2	B	578	M
111111045	THERASA, TRUMAN L	M	5													B	* 558	* 2 N	B	520	3 S				B	*	* A
111111087	HUMPHREY, WARD J	M	5													B	563	2	B	520	3	B	541.5	2	B	561	M
111111061	SARA, WOOD	F	3													B	436	4	B	460	4	B	448.0	4	B	443	D

Figure 5 (b)

MEAP	Comprehensive Report - Public Grade 07 Summary Winter 2004		
	01000 Pleasantville Public Schools 10002 Center Middle School		

FieldCodes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Reading	266 - 821	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	363 - 700.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Comprehensive Report - Grade 07 Summary														
Form			Mathematics			Science			Social Studies			Reading - R		
SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M
Grade 07 B												530	26	62
Grade 07 All													26	62



Figure 5 (c)

MEAP	Comprehensive Report - Public School Summary Winter 2004				
	01000 Pleasantville Public Schools 10002 Center Middle School				

FieldCodes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
<10	No scores provided if <10 students

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
	Listening Levels
M	Met/Exceeded Standards
D	Did Not Meet Standards

Center Middle School - Comprehensive Report - School Summary																							
Form			Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)		
			SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M
School Grade	04	B	545	42	67							551	40	73	527	38	47	541.6	37	59	543	29	79
District Grade	04	B	547	92	67							555	90	72	523	89	47	540.0	87	60	542	61	82
State Grade	04	B	539	133	61							546	130	67	517	130	42	532.1	127	54	541	80	81
School Grade	04	All		42	67								40	73		38	47		37	59		29	79
District Grade	04	All		114	63								110	69		108	41		106	51		75	77
State Grade	04	All		155	59								150	65		149	38		146	49		94	78
School Grade	05	B				546	32	72	513	29	45												
District Grade	05	B				539	72	65	499	74	28												
State Grade	05	B				535	103	61	494	107	24												
School Grade	05	All					32	72		29	45												
District Grade	05	All					95	69		91	24												
State Grade	05	All					126	65		124	22												
School Grade	07	B										530	26	62	521	27	44	525.3	26	58	526	23	43
District Grade	07	B										540	50	66	522	52	40	531.0	50	58	535	38	58
State Grade	07	B										532	70	59	517	75	33	524.3	70	49	533	46	59
School Grade	07	All											26	62		27	44		26	58		23	43
District Grade	07	All											74	66		76	42		74	59		41	56
State Grade	07	All											94	61		99	36		94	52		49	57
School Grade	08	B	546	51	63	538	54	65	498	51	27												
District Grade	08	B	548	106	61	545	134	69	508	113	30												
State Grade	08	B	543	143	61	541	170	65	502	146	27												
School Grade	08	All		51	63		54	65		51	27												
District Grade	08	All		147	57		146	68		141	26												
State Grade	08	All		184	58		182	64		174	24												

Comprehensive Report – District Summary (Figure 6)


The Comprehensive District Report provides summary score information by MEAP content area for each school in the district. Test forms used in each school divide the report. A comparison mean is provided at both the district and state level following the scores for each test form.

Section A contains the title of the report and the test cycle. The school district name is also provided.

Section B lists each school's name, the grade being reported, and the form of the test students used. District and state information are provided for each test form.

Section C lists all MEAP tests. The first column under each content area test gives the mean scale score (SS) the school received for that content area. The second column shows how many students took that test (n) using the specified form. The final column under each content area provides the percent of students that met or exceeded Michigan standards.

Figure 6

MEAP	Comprehensive Report - Public District Summary Winter 2004		
	01000 Pleasantville Public Schools		

FieldCodes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Reading	266 - 821	271 - 916
Writing	460 - 580	460 - 580
Listening	443 - 578	443 - 578
ELA	363 - 700.5	365.5 - 748

Levels	
1	Exceeded Standards
2	Met Standards
3	At Basic Level
4	Apprentice
Listening Levels	
M	Met/Exceeded Standards
D	Did Not Meet Standards

Pleasantville Public Schools - Comprehensive Report - Grade 07 District Summary																							
Form			Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)		
			SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M
Center Middle School	07	B									530	26	62	521	27	44	525.3	26	58	526	23	43	
Center Elementary School	07	B									551	24	71	527	25	36	537.2	24	58	550	15	80	
District Grade	07	B									540	50	66	512	52	40	531.0	50	58	535	38	58	
State Grade	07	B									532	70	59	517	75	33	524.3	70	49	533	46	59	
Center Elementary School	07	C									547	24	67	526	24	46	536.4	24	63			<10	
District Grade	07	C									547	24	67	526	24	46	536.4	24	63			<10	
State Grade	07	C									547	24	67	526	24	46	536.4	24	63			<10	
Center Middle School	07	All										26	62		27	44		26	58		23	43	
Center Elementary School	07	All										48	69		49	41		48	60		18	72	
District Grade	07	All										74	66		76	42		74	59		41	56	
State Grade	07	All										94	61		99	36		94	52		49	57	

Parent Report Description (Figure 7)

The intent of the Parent Report is to provide a description of each student's performance in the content areas tested on the MEAP. This report is designed to help parents and guardians recognize the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

The Parent Report is printed for individual students in a back-to-back format. The report is designed to be inserted into a left window #10 business envelope. Schools may duplicate Parent Reports for the student's educational file (CA-60). The Parent Report is also available on the MEAP secure website www.michigan.gov/meap.

Section A provides the test cycle, the grade the student was in, and the name of the student.

Section B lists the name of the school and the school district the student was enrolled in at the time of testing.

Section C provides a brief introductory letter addressed to the parent(s) or guardian(s) of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report. A web address is provided for parents or guardians with questions regarding MEAP.

Section D describes how the student performed in each content area. This section gives the performance level score the student attained and the accompanying scale score. The report also provides information on how the student's performance relates to Michigan standards. For example, if a student received a Level 1 on the eighth grade mathematics test, that student has 'Exceeded' Michigan standards for the eighth grade. Section D also indicates which

content strands the student scored highest in, and which strands may need improvement.

For students taking the English Language Arts (ELA) test, the scores and performance levels have been divided into: reading, writing, listening, and an integrated English Language Arts (ELA) score which is a combined performance level for reading and writing.

Section E is a graphical representation of a student's performance on each strand in the content area. The light gray bar represents the total number of points available and the dark gray bar represents the total number of points the student earned. (Graphs are not available for Limited English Proficient students).

Section F provides definitions of student performance levels relative to Michigan standards. For example, receiving a performance level of 1 indicates the student has 'Exceeded' Michigan standards while scoring a level 2 indicates the student has 'Met' Michigan standards in that content area.

Section G summarizes the student's performance in each content area tested.

Section H lists the student's mailing address or address label.

Individual Student Results

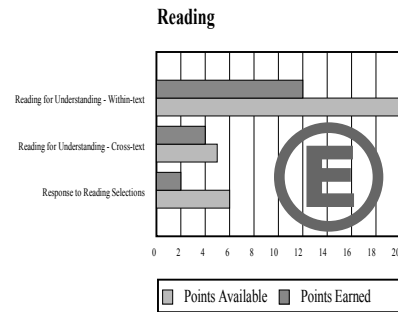
Individual student results (other than the Parent Report) for Winter 2004 will be provided for each student. These results will be in a label format and suitable for placement in the student's education file (CA 60). Student labels will be sent shortly after the reports.

Figure 7

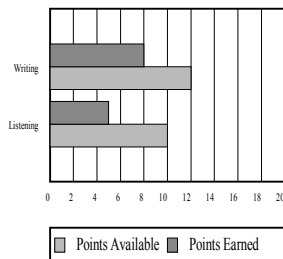
Performance in English Language Arts (ELA) - Reading

The ELA test included reading and writing for all students, and a listening section that was offered to districts as an optional test. For each test section taken, students received a separate score, plus an integrated ELA score for reading and writing combined. Your student's Level 2 integrated ELA score "Met Michigan Standards" with a scale score of 536.5.

Your student's Level 2 reading score "Met Michigan Standards" with a scale score of 533. On within-text questions, ALAN demonstrated some understanding. ALAN was successful in answering cross-text questions. Your student's written response to reading met some, but not all, of the required criteria for this response.



Writing and Listening



Performance in English Language Arts (ELA) - Writing, Listening

Your student's total writing score "Met Michigan Standards" with a scale score of 540. ALAN's response earned 8.0 of 12 points. This response needed richer development of the central idea with some additional, relevant details and examples to get a higher score. It needed tighter control of organization and/or the connections among ideas to get a higher score.

ALAN "Did Not Meet" Michigan standards for listening.

2004 Performance Levels

The MEAP scores ALAN obtained can be summarized in relation to performance levels. Performance Level definitions are:

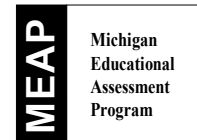
- Level 1 - "Exceeded Michigan Standards"
- Level 2 - "Met Michigan Standards"
- Level 3 - demonstrated "Basic" knowledge and skills of Michigan standards
- Level 4 - considered to be at an "Apprentice" level, showing little success in meeting Michigan standards
- Level M - "Met/Exceeded" Michigan standards
- Level D - "Did Not Meet" Michigan standards

Below is how ALAN performed in each subject tested this year:

Reading	Level 2: "Met Michigan Standards"
Writing	Level 2: "Met Michigan Standards"
Listening	Level D: "Did Not Meet" Michigan standards
English Language Arts	Level 2: "Met Michigan Standards"

01000 - Pleasantville Public Schools
10002 - Center Middle School

ALAN THOMSUN
123 FIRST STREET
PLEASANTVILLE MI 48001



Michigan Educational Assessment Program
Winter 2004
Grade 07 Student Report
ALAN THOMSUN

Center Middle School
Pleasantville Public Schools

Dear Parent or Guardian(s):

In Winter 2004, all students in the seventh grade had the opportunity to take the Michigan Educational Assessment Program (MEAP) tests. The tests are one indicator of student achievement measuring what students know and how prepared students may be for more challenging work.

This report provides you with information about the achievement of your student, ALAN. In addition to overall test performance, MEAP provides a picture of how well your student performed within specific content areas.

Please use this information, along with other academic indicators, to determine strengths as well as content areas that may need improvement. This information may also be helpful in discussing your student's academic progress with classroom teachers. For more information about the MEAP test, please visit www.meritaward.state.mi.us.

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and test administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **Educational Assessment Program**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) Program
phone: 1-877-560-TEST (8378)
fax: 517-335-1186
Web site: www.meritaward.state.mi.us (test results, released items)
email: MEAP@michigan.gov
- **MEAP Scoring Services**—for information about ordering, receiving, packaging, or returning testing materials
phone: 877-683-6883
fax: 919-425-7733
e-mail: michigan@measinc.com
- **Michigan Merit Award Program**—for information about eligibility requirements, awardee and nonawardee reports, and student Merit Award records
phone: 888-95-MERIT (888/956-3748)
fax: 517-241-4638
e-mail: meritaward@michigan.gov
Web site: www.meritaward.state.mi.us

Michigan State Board of Education
Statement of Assurance of Compliance With Federal Law

The Michigan State Board of Education complies with all federal laws and regulations prohibiting discrimination, and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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Photo courtesy Travel Michigan***